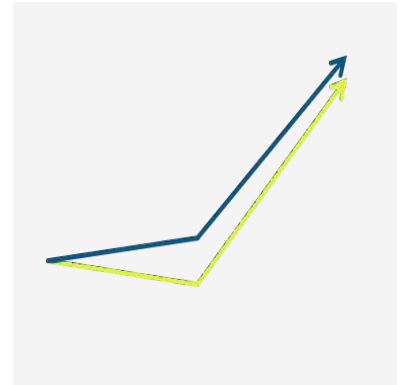


RETURN OF LOCAL CONTROL: TRANSITION PLAN

Newark Public Schools | www.nps.k12.nj.us



TRANSITION PLAN PRESENTATION AGENDA

1. BACKGROUND
2. CORE ELEMENTS OF PLAN
3. KEY NEXT STEPS

OVERVIEW



- The State Board of Education voted on September 13th to “return operational control to Newark Public Schools following the creation and completion of a transition plan.”
- The State Department of Education has sent a Transition Plan to govern the return of local control, effective February 1, 2018.
- This process represents a historic set of steps and is a tribute to the many years of hard work by the School Board, district employees, the Mayor, and all Newark community members.

PREPARING FOR LOCAL CONTROL



January 2007 –
August 2016

- State Board of Education votes to return control to Newark of QSAC three areas: Operations, Fiscal Management, and Personnel.

September 2015
– August 2016

- The Newark Education Success Board (NESB) develops and publishes a report, *Pathways to Local Control*, to guide the transition to local control.

September 2016

- Newark district and school board leaders finalize a strategic plan titled *The Next Three Years* with significant public input.

EARNING LOCAL CONTROL



**September 2016
– August 2017**

- **A transition plan for Personnel is developed and, in August, approved by the Commissioner.**
 - The District begins implementing local oversight over Personnel actions, giving the Board voting authority over all personnel decisions taken by the District.

September 2017

- **State Board votes to return local control**
 - In the remaining QSAC domains, Governance and Instruction & Program, and
 - To begin the process of returning full control to the local Newark Board.

**September 2017
– Winter 2017/18:**

- **NJDOE developed a full return transition plan** with collaboration from NPS, the local School Board, and Mayor's Office.

COMMUNITY INPUT



- On November 1, 2017 Newark Public Schools, the City of Newark, and the Newark Trust for Education, hosted forums in each of Newark's five wards to gather community input for the transition plan.
 - Approximately 350 staff and community members attended these sessions
 - Each session was led by an Assistant Superintendent.
 - Facilitators collected feedback from community members for the District and the Board on three questions related to transition.
- All notes were compiled by the Newark Trust for Education and shared directly with NPS, the board, and the Mayor's Office to inform their feedback on transition plan. Notes were also provided directly to the NJDOE.

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OVERVIEW OF PLAN

- The core elements of the plan include:
 - Fundamental Considerations
 - Governance
 - Instruction and Program
 - Other Areas: Fiscal Management, Operations, Personnel
- The plan focuses more deeply on governance and instruction and program because these are the areas being newly transitioned back to the Newark school board.

FUNDAMENTAL CONSIDERATIONS

Section	Key Points
Constitution of the Advisory Board as the Board of Education	<ul style="list-style-type: none">▪ Effective date: February 1, 2018
Length of the Transition Plan	<ul style="list-style-type: none">▪ Two Years, expires Jan 31, 2020
Classification of the District (Mayoral Appointed v. Elected)	<ul style="list-style-type: none">▪ City votes November 6, 2018
State Engagement with the District during the Transition	<ul style="list-style-type: none">▪ Appointment of Highly Skilled Professional (HSP)
Comprehensive Accountability Office	<ul style="list-style-type: none">▪ Creation of CAO, Scorecard
Consequences for Not Meeting the Expectations of the Full Transition Plan	<ul style="list-style-type: none">▪ Continuum of possible interventions▪ Critical areas triggering intervention

GOVERNANCE (1 OF 2)

Section	Key Points
Ethics Training for BOE and Senior Administrators	<ul style="list-style-type: none">■ Training covers ethical practices, conflicts of interest, financial disclosure, confidentiality, and other topics
Professional Development for BOE and Senior Staff regarding Governance Best Practices	<ul style="list-style-type: none">■ Topics include effective decision-making, communicating with various stakeholders, developing expertise, and other topics
Structuring the Board Decision-Making Process	<ul style="list-style-type: none">■ Agendas and use of various meeting structures
Board Understanding of the Importance of Relevant and Updated District Policy	<ul style="list-style-type: none">■ Establish process of policy review
Status of the State-Operated Superintendent	<ul style="list-style-type: none">■ Term expires June 30, 2018■ Includes provision for interim succession plan if the current superintendent resigns
Search for Successor Superintendent	<ul style="list-style-type: none">■ Provides requirements for search and search firm■ Provides 7 dedicated seats on search committee■ Select by May 31, 2018 to take office July 1, 2018

GOVERNANCE (2 OF 2)

Section	Key Points
Expectations for a Working Relationship between the Board, Superintendent and Senior Staff	<ul style="list-style-type: none">■ Mutual expectations developed May 2017 and updated July 2017■ Defines roles and responsibilities for each party
Evaluation of the Superintendent	<ul style="list-style-type: none">■ Conduct annually, including against strategic plan goals and student outcomes
Strategic Planning Expectations	<ul style="list-style-type: none">■ Complete current plan■ Create new plan during new superintendent's first year
Guiding Principles of Budget Development	<ul style="list-style-type: none">■ DOE will review for continued school-based budgeting, transparency of decisions, and shifting dollars to schools and classrooms
Facilities	<ul style="list-style-type: none">■ Discontinuance of Capital Projects Control Board
Expectations Regarding Additional Initiatives	<ul style="list-style-type: none">■ Collaboration with other Newark LEAs■ Complete current enrollment cycle

INSTRUCTION & PROGRAM

Section	Key Points
Student Performance Data	<ul style="list-style-type: none">Continue to use approved QSAC I&P Equivalency through 2018-19 and apply for extension or revert to new State QSAC indicators
Expectations for Continued Focus on Academics	<ul style="list-style-type: none">Expectations for curriculum, data, interventions, special learners, and other topics
Professional Development for the BOE, Superintendent and Senior Staff Regarding I&P Best Practices	<ul style="list-style-type: none">Topics include NJ Learning Standards and assessments (PARCC) and data
Establishing Expectations for a Working Relationship between the Board, Superintendent and Senior Staff	<ul style="list-style-type: none">Defines roles and responsibilities with respect to I&P
Curriculum Decisions	<ul style="list-style-type: none">Continue practices with respect to curriculum review

OTHER AREAS

The plan also reaffirms responsibilities in QSAC areas that have already been returned

Part	Sections
Fiscal Management and Operations	<ul style="list-style-type: none">■ Purpose and Overview■ Basic Fiscal Obligations: Budget Requirements and Best Practices■ Professional Development for the BOE, Superintendent and Senior Staff Regarding Fiscal Management Best Practices■ Establishing Expectations for a Working Relationship between the Board, Superintendent and Senior Staff■ Planning for Long-Term Financial Stability■ Financial Reporting■ Expectations Regarding Additional Fiscal Management and Operations Initiatives
Personnel	<ul style="list-style-type: none">■ Purpose and Overview■ Establishing Expectations for a Working Relationship between the Board, Superintendent and Senior Staff■ Monitoring of Personnel Functions Recently Returned■ Expectations Regarding Additional Personnel Initiatives

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CONTINUING THE TRANSITION PROCESS

- This is not a one time event – but a process that will proceed over the next several months and years.
- In the coming months, there are a few key actions that will be taken:
 - Now through May 31: Engaging in a **superintendent search** and hiring a superintendent (for a start date of July 1)
 - Search committee will consist of 3 board members, 3 Newark leaders jointly selected by Mayor and Commissioner, and 1 member appointed by commissioner.
 - February 1: Changing from an Advisory Board to the **Board of Education** on the Transition Plan's effective date
 - November 6: Holding a **public referendum** to determine if school board members will be elected (Type I) or be appointed by the Mayor (Type II)
 - Ongoing: Further training for board members and district leaders

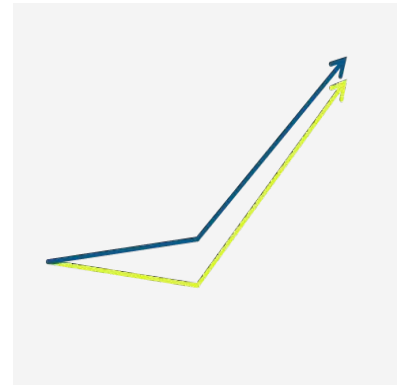
CONTINUED COMMUNITY ENGAGEMENT AND INPUT



- Given the many decisions to be made in the coming months, the district intends to engage the community throughout this process.
- Newark Public Schools will aim to hold another round of meetings in January to share details about the plan with public.
- The details of this will be shared when the district returns in January from winter break.
- The transition plan is now available to the public online.

SUPERINTENDENT'S REPORT PUBLIC MEETING

DECEMBER 2017



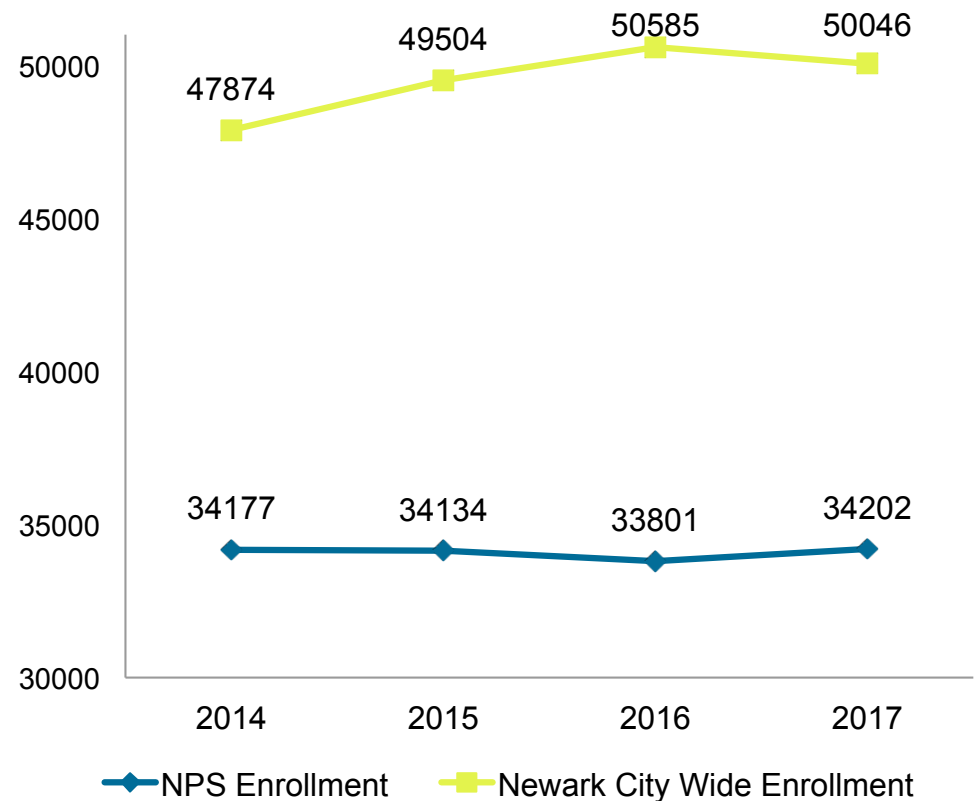
AGENDA

1. October 15th Count Enrollment Data
2. Teacher Attendance Data

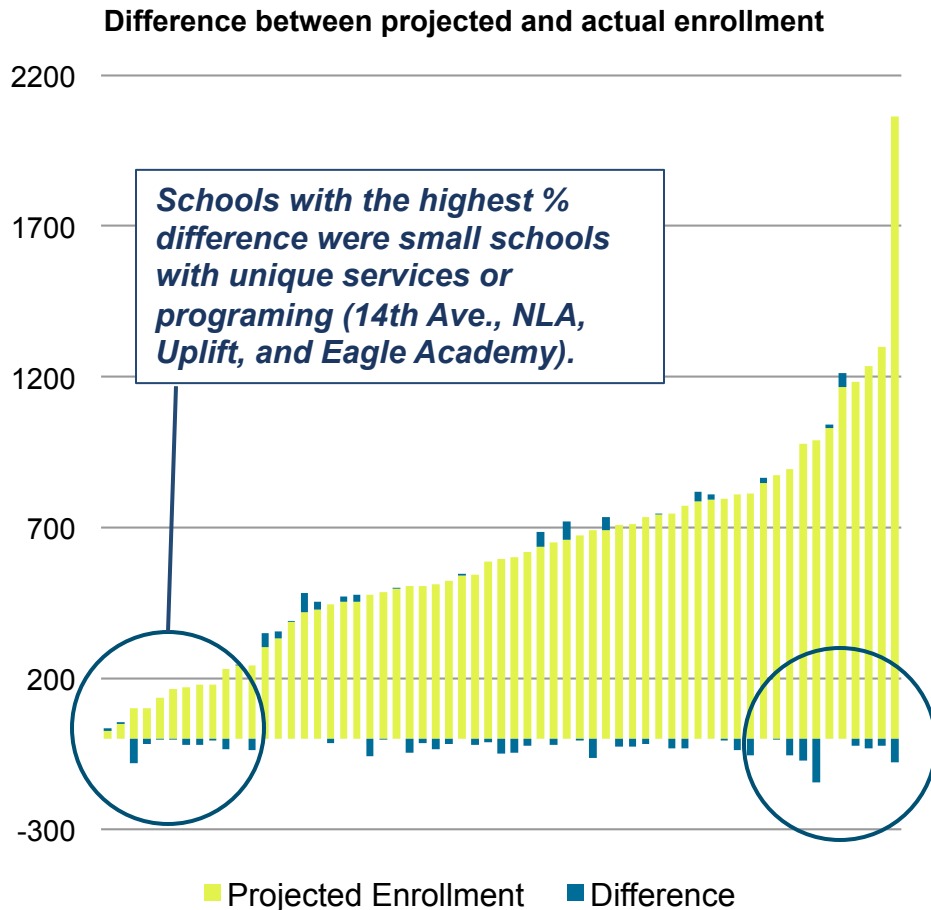
OVERVIEW OF ENROLLMENT DATA

October 15 Count Data

- NPS enrollment has been steady and is slightly up in 2017.
- Newark city wide school enrollment has been increasing overall in recent years.
- An additional 6,900 children attend publicly funded pre-school (Prek 3 and 4) in Newark



OCT. 15 COUNT LARGELY CONSISTENT WITH ENROLLMENT PROJECTIONS

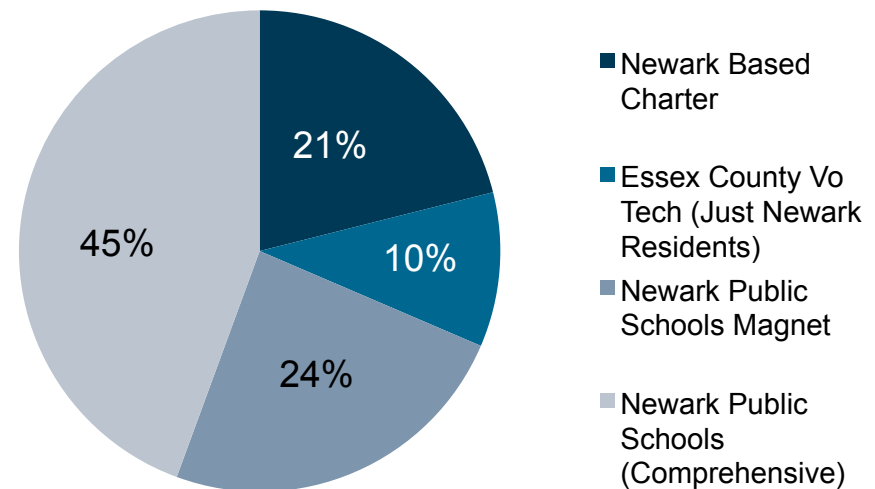


- Oct. 15 data is generally consistent with enrollment projections. This is important because budgets and staffing are built from these projections.
- Overall, NPS projections were 2.2% higher than 10/15 count number.
- At the school level, this means that the vast majority of projections were within 10% of actual 10/15 enrollment (47 of 61 schools for which we have data).

NEWARK STUDENTS ATTEND A DIVERSE ARRAY OF HIGH SCHOOLS

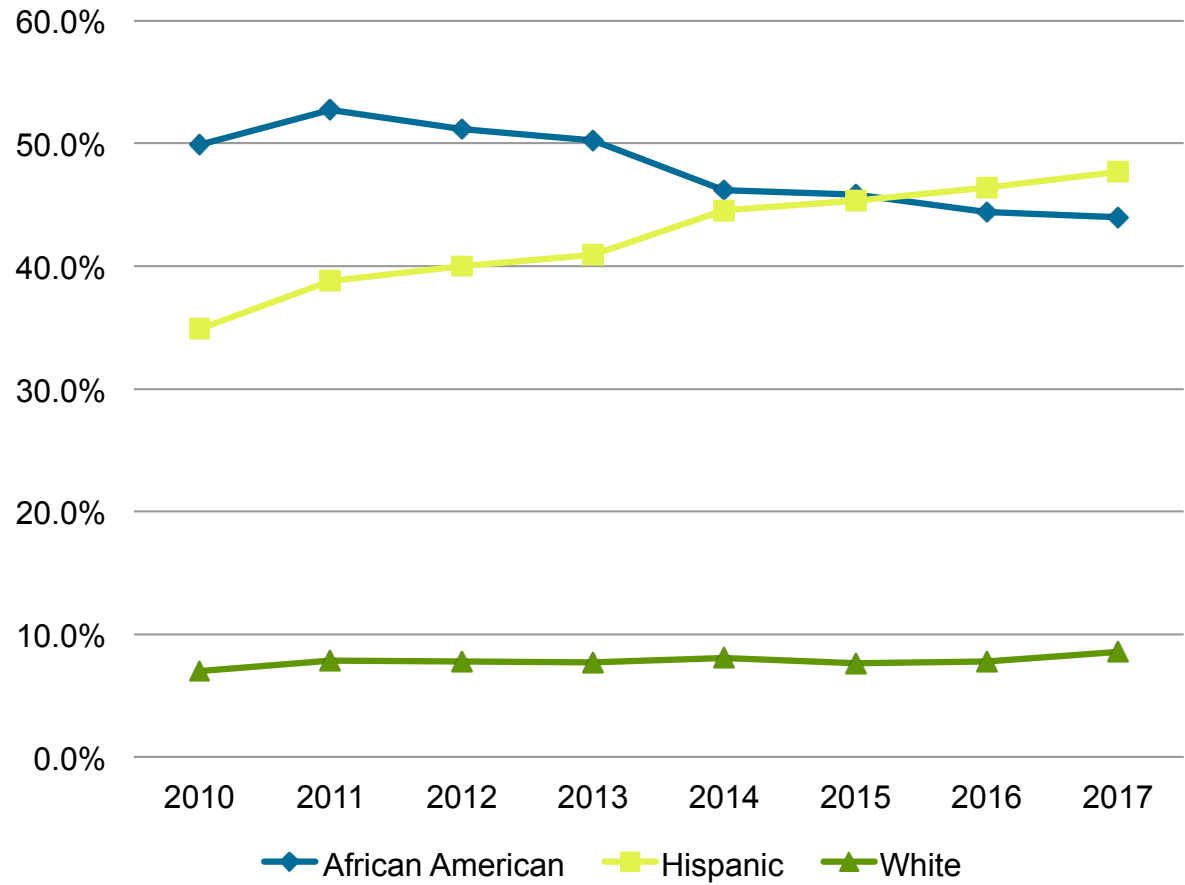
- At the high school level, students attend an increasingly diverse array of schools and programs.
- There are just over 14400 Newark students in High School in the City.
 - 24% attend NPS Magnet schools
 - 21% attend Charter Schools
 - 10% attend County Vo. Tech Schools
 - 45% attend Comprehensive NPS schools
- In recent years, enrollment in Magnet schools has increased (from about 2800 students in 2011 to 3500 today)

% of Students in Different High Schools in Newark



NPS DEMOGRAPHICS ARE CHANGING OVER TIME

- While overall enrollment is relatively stable, the demographics of Newark students has shifted somewhat over the past 8 years.



AGENDA

1. October 15th Count Enrollment Data
2. Teacher Attendance Data

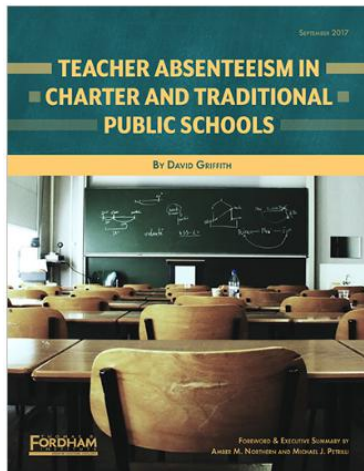
TEACHER ATTENDANCE MATTERS!

- ❑ Teacher attendance impacts student performance.
 - Just one example: Research shows that **students with teachers who miss 10 or more days of school perform worse in math** and are **less engaged than peers** who were absent less often (Miller, 2007 and 2010)

- ❑ Teacher attendance impacts staff morale.
 - The “good actors” see that they often have to pick up the slack for those who are not coming to school.

- ❑ Teacher attendance impacts the district’s budget.
 - The district **spends over \$8.5million each year** in substitute teachers.

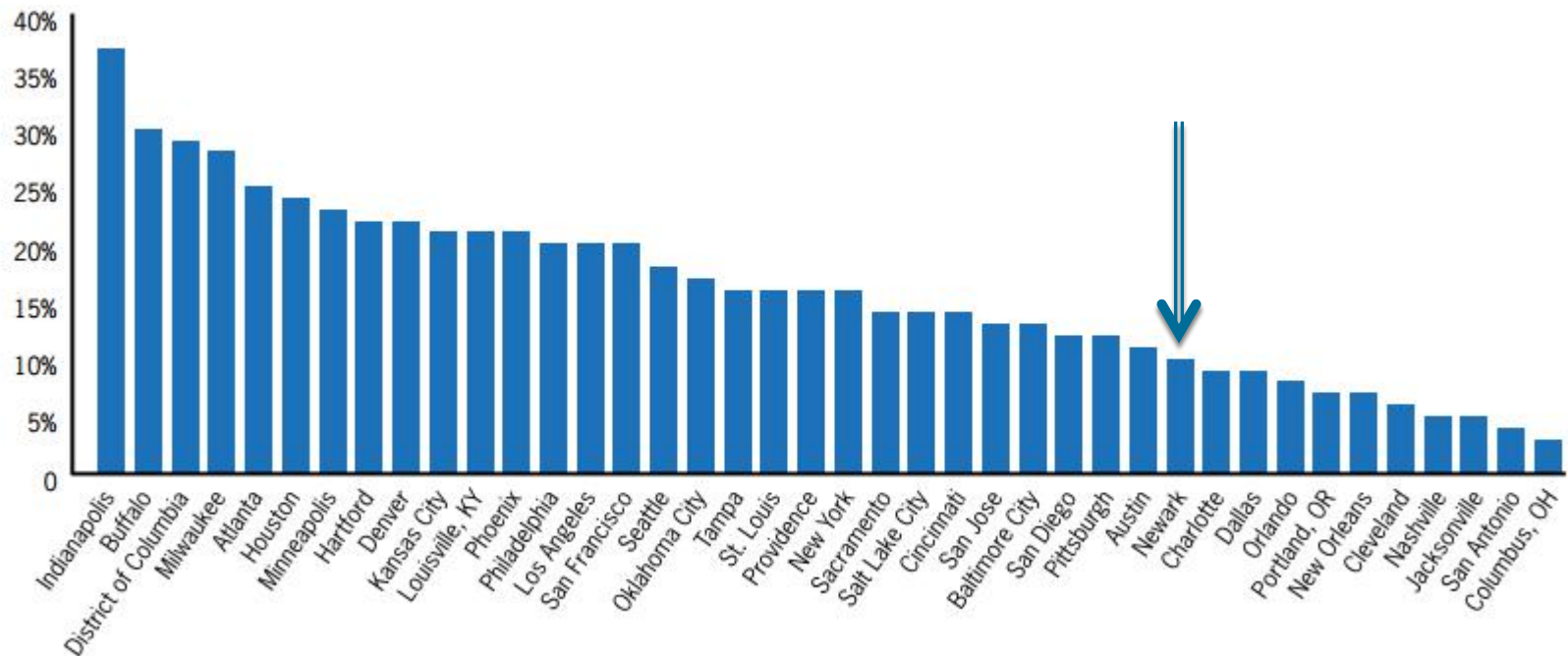
NATIONAL STUDIES HIGHLIGHT ISSUES WITH TEACHER ATTENDANCE



- In 2014, according to the National Council for Teacher Quality (NCTQ), **teachers, on average, missed 11 days** of a 186 day school year.
 - *Note: This removes “long-term absences” of 10+ days.*
- In their study of 40 urban districts:
 - 16% of teachers were absent 3 or fewer days
 - 40% of teachers were absent 4-10 days
 - 28% of teachers were absent 11 -17 days
 - **16% of teachers were absent 18+ days (or were “chronically absent”)**
- 16% of teachers were responsible for over one-third of all absences
- In 2017, a Fordham Institute study found that **28% of teachers in traditional public schools are “chronically absent”** (that is, 10 or more days a school year)

NATIONAL STUDIES HIGHLIGHT ISSUES WITH TEACHER ATTENDANCE

Percentage of teachers with excellent attendance (absent 3 days or fewer) by district

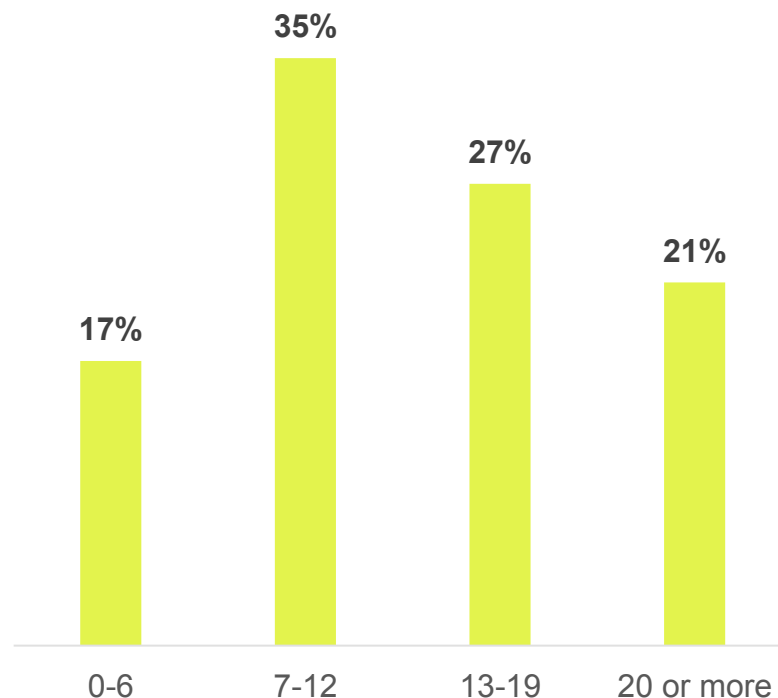


Source: National Center for Teacher Quality, 2014

TEACHER ATTENDANCE IN 2016-17

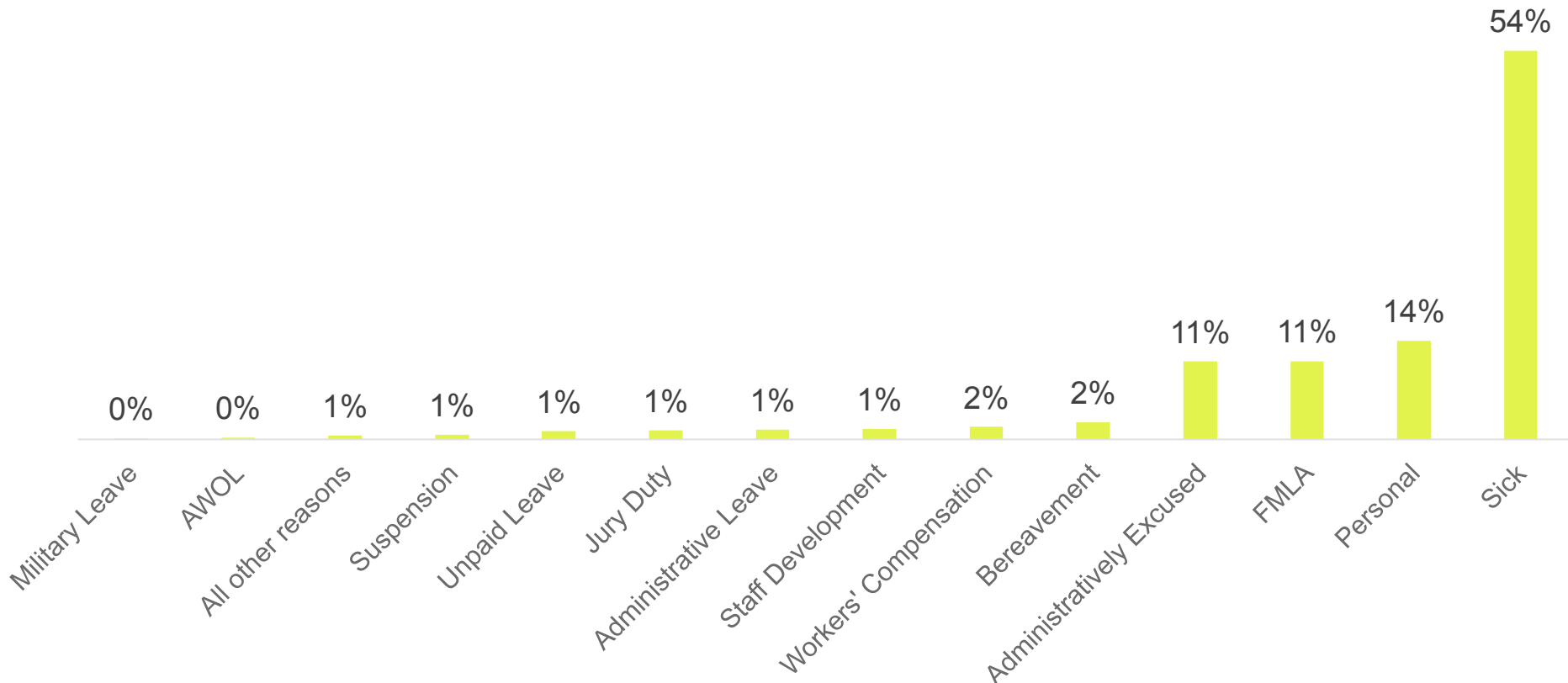
- Overall, (including all absence codes like FMLA) **teachers missed 56,299 days in 2016-17**
- On average, teachers **missed 16.8 days** (including FMLA).
- Excluding FMLA, **48% of teachers missed 13 or more days** last year (and 21% missed 20 or more days last year)

Percentage of Instructional Staff by
Number of Absences (excluding FMLA)



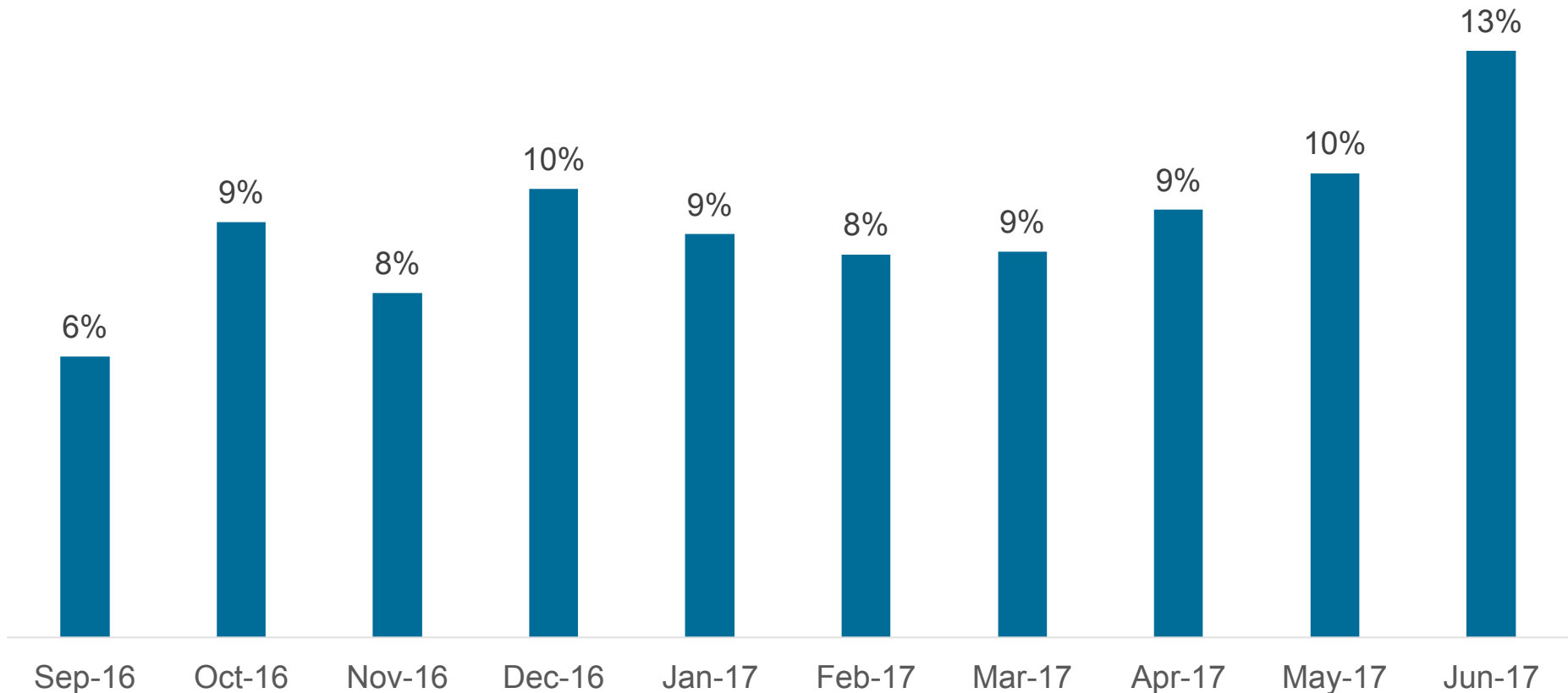
THE MAIN DRIVERS OF ABSENCES WERE SICK AND PERSONAL

Percentage of Absences by Absence Reason



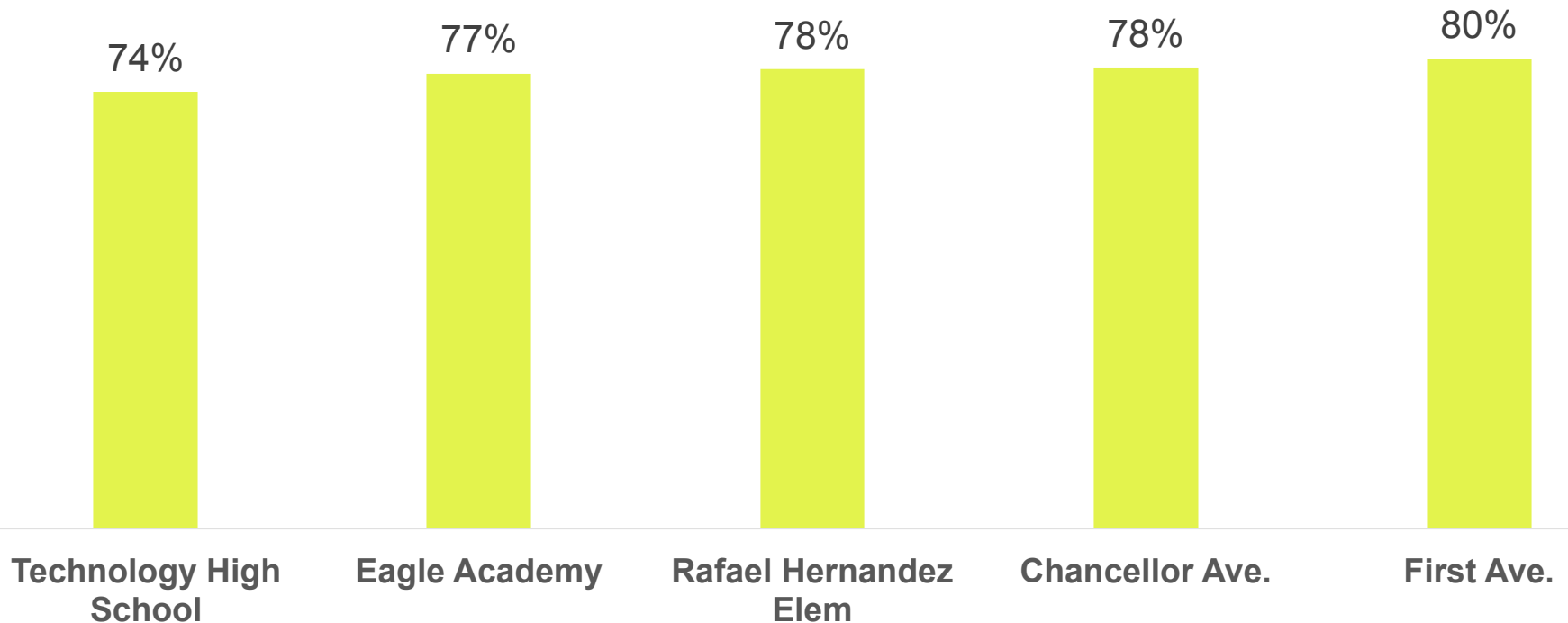
INSTRUCTIONAL STAFF ARE MORE LIKELY TO BE ABSENT IN THE SPRING THAN THE FALL (INCLUDING FMLA)

Absence Rate by Month



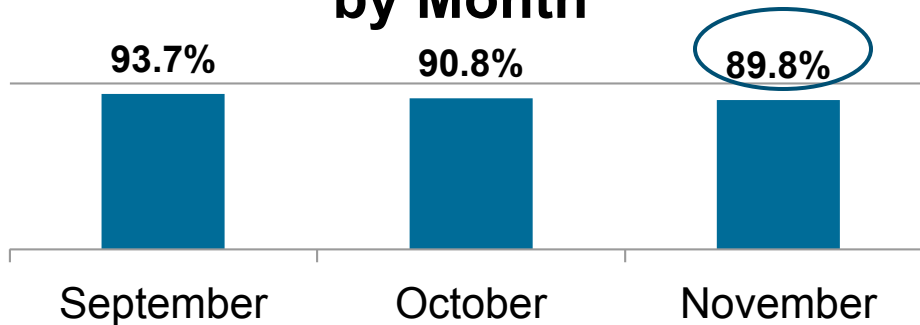
DESPITE OVERALL TRENDS, SEVERAL NPS SCHOOLS ARE DOING QUITE WELL ...

Percentage of Staff with Fewer than 13 Absences - Top 5 Schools
(Excluding FMLA)



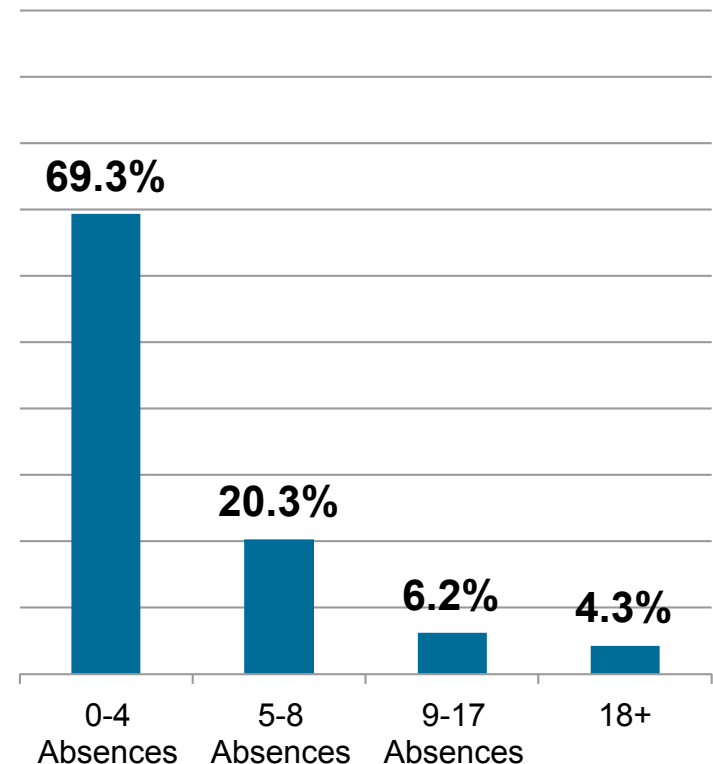
EARLY DATA IN FOR 2017-18 SHOWS POOR ATTENDANCE TRENDS ARE CONTINUING

Average Daily Attendance, by Month



- Of the 18 working days in November, teachers had lower attendance than students for 11 of the days!

of Absences



INCREASING OUR FOCUS ON TEACHER ATTENDANCE

- The district is using attendance data to inform decision making by:
 - Conducting analyses for the 2016-17 school year (included here in brief)
 - Providing monthly reports to schools and district leaders starting in September 2017 that present each individual school's story on attendance, substitute usage, and (coming soon) tardiness
- The district is now working with educators and others to review our current policies and processes for monitoring and improving teacher attendance

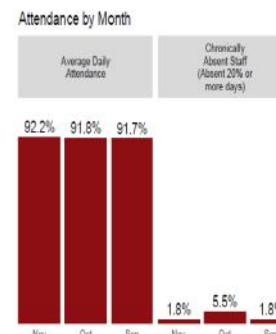
Newark Public Schools

Teacher and Staff Attendance Report

School Teacher and Staff Attendance Report - Hawkins St. (as of 11-30-2017)

This document reports key attendance metrics for your school. It is meant to help you understand attendance trends for teachers and other staff members. Unless otherwise indicated, the figures in this report include data for all staff members evaluated on instructional frameworks. All figures include data from the current month only (except the first figure). FMLA absences (both continuous and intermittent) are removed from all figures except for the figure that displays absences by type. If you have any questions about this report, please email Evaluations@nps.k12.nj.us.

Teacher and Staff Attendance



THANK YOU